

**KESEJAHTERAAN SUBJEKTIF, ORIENTASI MATLAMAT
KENDIRI, KEAGAMAAN DAN HUBUNGANNYA DENGAN
PENCAPAIAN AKADEMIK DAN PENYERTAAN SEKOLAH
DI KALANGAN REMAJA**

SITI HAJAR MAN

**DOKTOR FALSAFAH
UNIVERSITI UTARA MALAYSIA
APRIL 2008**

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PENCAPAIAN AKADEMIK DAN PENYERTAAN SEKOLAH
DI KALANGAN REMAJA**

**OLEH
SITI HAJAR MAN**

**Tesis dikemukakan kepada Penyelidikan dan Pasca Siswazah,
Kolej Sastera dan Sains, Universiti Utara Malaysia sebagai memenuhi
keperluan untuk penganugerahan Ijazah Doktor Falsafah**

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Tandatangan
(Signature)

Pemeriksa Dalam
(Internal Examiner)

: **Assoc. Prof. Dr. Najib Ahmad Marzuki**

Tandatangan
(Signature)

Tarikh: **2 April 2008**

(Date)

Nama Pelajar
(Name of Student)

: Siti Hajar Man

Tajuk Tesis
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Program Pengajian
(Programme of Study)

: Doktor Falsafah (Ph.D)

Nama Penyelia/Penyelia-
penyelia
(Name of
Supervisor/Supervisors)

: Prof. Dr. Rosna Awang Hashim

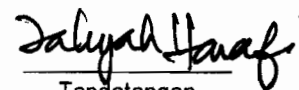


Tandatangan

(Signature)

Nama Penyelia/Penyelia-
penyelia
(Name of
Supervisor/Supervisors)

Dr. Zahyah Hanafi



Tandatangan

(Signature)

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KEBENARAN MENGGUNA

Tesis ini dikemukakan sebagai memenuhi keperluan pengijazahan Doktor Falsafah Universiti Utara Malaysia, Sintok, Kedah. Saya bersetuju membenarkan pihak perpustakaan UUM mempamerkannya sebagai bahan rujukan umum. Saya bersetuju bahawa sebahagian bentuk salinan sama ada secara keseluruhan atau sebahagian daripada tesis ini untuk tujuan akademik adalah dibolehkan dengan kebenaran penyelia projek penyelidikan ini atau Dekan Penyelidikan dan Pasca Siswazah, Kolej Sastera dan Sains. Sebarang bentuk salinan dan catatan bagi tujuan komersil adalah dilarang sama sekali tanpa kebenaran bertulis daripada penyelidik. Pernyataan rujukan kepada penulis dan UUM perlulah dinyatakan jika sebarang bentuk rujukan dibuat ke atas tesis ini.

Kebenaran untuk menyalin atau menggunakan tesis ini sama ada keseluruhan atau sebahagian daripadanya hendaklah dipohon melalui:

Dekan
Penyelidikan dan Pasca Siswazah
Kolej Sastera dan Sains
Universiti Utara Malaysia
06010 Sintok
Kedah Darul Aman

ABSTRAK

Kegawatan permasalahan ponteng sekolah, pelanggaran disiplin, perbezaan pencapaian akademik antara remaja pelbagai etnik di Malaysia merupakan isu hangat menyentuh pencapaian akademik dan penyertaan sekolah dalam kalangan remaja. Isu-isu ini dilihat mempunyai perkaitan dengan kesejahteraan subjektif, matlamat hidup dan keagamaan dalam kalangan remaja. Justeru, tumpuan kajian ini ialah meninjau hubungan antara kesejahteraan subjektif (kepuasan hidup dan afektif), orientasi matlamat sendiri, keagamaan dengan pencapaian akademik dan penyertaan sekolah dalam kalangan remaja sekolah.

Kajian rentasan ini menggabungkan kedua-dua metod kuantitatif (soal selidik bersemuka), analisis dokumen dan metod kualitatif (temu bual). 390 sampel kajian Tingkatan 4 dipilih melalui *multistage cluster stratified sampling* daripada 10 buah sekolah menengah kebangsaan harian di daerah Kota Setar dan Kuala Muda, Kedah. 22 orang responden mewakili sekolah yang sama pula ditemu bual separa berstruktur. Data dianalisis menggunakan SPSS 14.0 (ujian t, ANOVA, MANOVA, Regresi Pelbagai dan Regresi Hiraki) dan AMOS 6.0 (Model Persamaan Berstruktur).

Dapatan kajian menunjukkan model pengukuran (kepuasan hidup, afektif, Orientasi Matlamat Kendiri (OMK), Keagamaan dan Penyertaan Sekolah) yang diadaptasi dari barat sesuai diaplikasikan dalam kalangan remaja Malaysia. Tahap kepuasan hidup, afek negatif, orientasi matlamat sendiri, keagamaan dan penyertaan sekolah remaja adalah sederhana. Analisis korelasi menyerlahkan hubungan yang signifikan antara kepuasan hidup, afek, orientasi matlamat sendiri dan keagamaan dengan penyertaan sekolah namun tiada hubungan signifikan dengan pencapaian akademik. Dapatan turut memaparkan terdapat perbezaan signifikan dari segi kesejahteraan subjektif, OMK, keagamaan, pencapaian akademik dan penyertaan sekolah mengikut kumpulan etnik namun tiada perbezaan bagi jantina. Remaja India menunjukkan skor tertinggi bagi kebanyakan pemboleh ubah diikuti oleh remaja Melayu dan remaja Cina. Bagaimanapun, remaja Cina mendapat skor tertinggi bagi pencapaian akademik.

Analisis regresi pula menunjukkan sumbangan pemboleh ubah kajian lebih besar kepada penyertaan sekolah berbanding dengan pencapaian akademik. OMK muncul sebagai penyumbang terbesar kepada pencapaian akademik manakala kepuasan terhadap sekolah penyumbang terbesar kepada variasi penyertaan sekolah. Model Persamaan Berstruktur menjelaskan hubungan tidak langsung antara pemboleh ubah kajian melalui empat laluan yang signifikan iaitu kepuasan hidup dengan keagamaan, kepuasan hidup dengan OMK, OMK dengan pencapaian akademik dan OMK dengan penyertaan sekolah. Didapati faktor kepuasan hidup mendorong peningkatan OMK dan seterusnya mempengaruhi peningkatan pencapaian akademik dan penyertaan sekolah. Akhirnya, data temu bual mengungkapkan dapatan bahawa remaja yang cemerlang lebih tinggi kepuasan hidup, mengalami lebih afek positif berbanding dengan afek negatif, lebih penghayatan keagamaan, mempunyai matlamat hidup dan menunjukkan kecenderungan tahap penyertaan sekolah yang tinggi. Satu sumbangan kajian ini ialah pembinaan model (SEM) yang menunjukkan hubungan tidak langsung antara pemboleh ubah kajian. Implikasi kepada anjakan paradigma dalam sistem pendidikan di Malaysia dibincangkan dalam konteks pencapaian akademik dan penyertaan sekolah dalam kalangan remaja.

ABSTRACT

The crisis of truancy, discipline violation and academic achievement differences between various ethnics are making hot issues involving academic achievement and school engagement among adolescents. These issues are believed to be associated with subjective well-being, purpose in life and religiosity issues among adolescents. Hence, the focus of this study is to examine the relationship between subjective well-being (life satisfaction and affective), purpose in life, religiosity with academic achievement and school engagement among adolescents.

This cross-sectional study combined both quantitative method (face to face questionnaire), document analysis and qualitative method (interview). 390 samples of Form 4 are chosen through *multistage cluster stratified sampling*. They were from 10 secondary schools in Kota Setar and Kuala Muda districts in Kedah. 22 respondents were semi-structured interviewed. All the data were then analyzed using SPSS 14.0 (t- test, ANOVA, MANOVA, Multiple Regression and Multiple Hierarchical Regression) and AMOS 6.0 (Structural Equation Modeling).

Research findings showed that measurement model, (life satisfaction, affective, purpose in life (Orientasi Matlamat Kendiri), religiosity and school engagement) adapted from the West are suitable to be applied to Malaysian adolescents. Life satisfaction, negative affect, purpose in life, religiosity and school engagement of adolescents are in a moderate level. Correlation analysis accentuates the significant relationship between life satisfaction, affect, purpose in life, religiosity and school engagement. However, there is no significant relationship with academic achievement. Although the findings revealed that there are significant ethnic differences in subjective well-being, OMK, religiosity, academic achievement and school engagement, there is no relativity with gender differences. Indian adolescents show the highest score for most of the variable followed by Malay and Chinese adolescents. However, Chinese adolescents scored the highest for academic achievement.

Regression analysis also showed that research variables contribute more to school engagement than academic achievement. OMK was found to be the best predictor for academic achievement while school satisfaction is the best predictor for variances of school engagement. Apart from that, Structural Equation Modeling found evidence of indirect relationship between variables where there are four significant paths between life satisfaction and religiosity, life satisfaction and OMK, OMK and academic achievement and OMK with school engagement. It was found that life satisfaction enhanced OMK and enhanced academic achievement and school engagement. Finally, the data gathered from the interview shows that high achievers are more satisfied with life, have more positive affect than negative affect, have more religious appreciation, have life goals and also show higher tendency to school engagement. One major contribution of this study is the development of a model which showed indirect relationships between research variables. Implications for shift of paradigm in Malaysian educational system are discussed in the context of academic achievement and school engagement among adolescents.

PENGHARGAAN

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SETINGGI-TINGGI PENGHARGAAN DAN TERIMA KASIH.

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BAB 1

PENGENALAN

1.1 Latar Belakang Masalah

Remaja tidak dapat dipisahkan daripada alam persekolahan. Sekolah adalah persekitaran yang paling dekat dan utama dalam kesejahteraan jangka panjang kehidupan mereka. Namun yang membimbangkan, ramai pelajar kini tidak lagi melihat kehadiran ke sekolah sebagai sesuatu yang penting dan relevan dalam kehidupan malah menganggap orientasi sosial dan penyemaian nilai-nilai murni yang berlaku dalam sistem persekolahan tidak memberi makna pada diri mereka (Utusan Malaysia, Oktober 19, 2004). Jumlah remaja yang menderita kerana penghargaan sendiri yang rendah, pencapaian lemah dalam akademik dan tiada keyakinan tentang kemampuan mereka menunjukkan kadar yang tinggi (Kelley & Stack, 2000). Psikologi perkembangan melihat umur remaja sebagai satu proses transisi dalam perkembangan hidup manusia yang dikatakan sebagai kemelut gelora dan tekanan (Arnett, 1999, Noran Fauziah Yaakub, 2003). Kes seorang siswa Universiti Sains Malaysia jurusan perubatan, Chong See Kean, 19, yang mengambil keputusan membunuh diri kerana tidak tahan dengan beban belajar (Utusan Malaysia, Oktober 9, 2004) memerlukan keprihatinan warga pendidikan tentang faktor kritikal perkembangan psikologi remaja dalam mengejar kecemerlangan akademik.

Pencapaian akademik dan penyertaan sekolah merupakan dua aspek penting yang menjadi tumpuan warga pendidikan. Masalah ponteng sekolah dan

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